



# **Conducted Activities for Historic Sites**

Participant Guide

National Park Service TEL Class

June 24, 2009



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# Welcome

Welcome to this TEL (Technology Enhanced Learning) training event. We are excited that you will be joining us today and we look forward to helping you to get as much out of this time as possible.

Your participation is an important part of this class. If you have a question, don't hesitate to ask. There are probably several others in the class who have the same question – you might as well be the one to ask. It is our goal that you leave class today with no unanswered questions.

## How to Interact with the Instructor

We encourage you to ask questions and share your comments with the instructors throughout this TEL course.

If you were physically in the classroom with the instructor, you would raise your hand to let her/him know you had a question or comment. Then you would wait for the instructor to recognize you and ask for your question. We are all familiar with that “protocol” for asking questions or making comments.

With TEL courses there is also a “protocol” to follow to ensure that you can easily ask questions and others can participate as well. It may seem a little strange at first asking a question of a TV monitor. Remember, it is the instructor you are interacting with and not the monitor. As you ask more questions and participate in more TEL courses, you will soon be focusing only on the content of your question and not the equipment you are using to ask it.

As part of the TEL station equipment at your location, there are several push-to-talk microphones. Depending on the number of students at your location, you may have one directly in front of you or you may be sharing one with other students at your table.

**When you have a question, press and hold down the push-to-talk button, maintaining a distance of 12-18 inches, and say,**

*“Excuse me [instructor’s first name], this is [your first name] at [your location]. I have a question (or I have a comment).”*

Then release the push-to-talk button. This is important. Until you release the button, you will not be able to hear the instructor.

The instructor will acknowledge you and then ask for your question or comment. Stating your name and location not only helps the instructor, but also helps other students who are participating at different locations to get to know their classmates.



# Course Overview

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## Instructors

### Carol S. Clark

Timucuan Ecological and Historic Preserve

### Ginger Hollingsworth-Cox

Cumberland Island National Seashore

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## Course Description

“Conducted Activities for Historic Sites” is designed for interpreters already familiar with the IDP competencies for Conducted Activities and Interpretive Talk. During the course of the afternoon (three hours) interpreters will be guided step-by-step to develop a conducted activity for their historic site. The goal is to help interpreters plan for a program that meets the NPS standards for this competency, leaving the TEL training with a draft outline to review with their supervisors. This session will explore the application of these skills to the opportunities and challenges at historic sites.

Conducted activities provide a sequence of interpretive opportunities through physical movement and provide for enhanced immersion in the resource. Conducted activities offer a physical and intellectual journey that can lead to greater awareness of the resource. The interpreter's role is to capitalize on

these opportunities for visitors to be physically present in/with park resources, skillfully facilitating a sequence of meaningful experiences by linking those tangible resources to their intangible meanings.

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## Target Audience

Front Line Supervisors or Chiefs of Interpretation, Entry level personnel who are familiar with the NPS interpretive competencies, particularly Conducted Activities and Interpretive Talk

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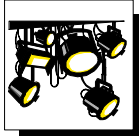
## Program Timing

*Conducted Activities for Historic Sites* is a 3-hour TEL class.

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## Site Point-of-Contact Responsibilities

The TEL Station Site Point-of-Contact must reserve the training room, notify employees that the park will be participating in this TEL training event, make sure the Participant Guide is available to students, set up the TEL Station on the day of the training, make sure students sign in on the attendance roster, and finalize the Class Attendance Roster in DOI Learn.



# Pre-course Reading Assignments and Handouts

## Pre-course readings and handouts for use during the TEL broadcast

- Please **print this guide**, including Worksheets #1-5
- Developmental Worksheet – “Program Self-Assessment – Conducted Activities” (**print**)  
<http://www.nps.gov/idp/interp/210/210selfassessment.pdf>
- Developmental Worksheet – The Interpreter’s Toolbox: Involvement Techniques (**print**)  
<http://www.nps.gov/idp/interp/210/210wksheet.pdf>
- Please read the **competency description** for Conducted Activities (**see page 5**)

**NOTE:** For a review of foundational interpretive theory, you may wish to access the on-line course entitled “Foundations of Interpretation” at <http://www.eppley.org/>. You may wish to review this material in-depth in the workbook entitled “Meaningful Interpretation,” edited by David Larsen. “Meaningful Interpretation” can be purchased through Eastern National at (877) NAT-PARK or (877) 628-7275 or <http://www.easternnational.org/meaningful.htm>.

## Capture your notes here

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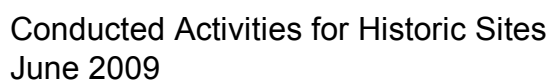
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1. Describe three characteristics of a conducted activity.
2. Provide one example of an appropriate conducted activity use that illustrates movement of audience through a resource for your site.
3. Outline three stops on a conducted activity with the associated connections, points of view, and methods for your historic site.

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# Competency Description

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## *Conducted Activities*

### **Context**

Conducted activities bubble over with potential for facilitating enjoyable experiences that help motivate visitors to leave site resources unimpaired for future generations. Through immersion in the resource, opportunities to understand the meanings of the site intensify, creating lasting memories. This course describes the components of successful conducted activities and provides instruction on developing conducted activities bursting with opportunities to discover the relevance and significance of the site.

### **Competency Description**


The Conducted Activity is a prepared, formal program that involves the planned physical movement of an audience from one place to another. This movement can take a variety of forms: walks, hikes, house tours, canoe trips, bus tours, cave tours, and other types of guided programs. Through directed experiences that intentionally integrate interpretive narration with resource immersion, conducted activities deeply engross and engage the visitors with tangible resources and their meanings.

Interpretive techniques for providing directed experiences may include demonstrations, games, role playing, questions, sensory involvement, group interaction, and use of spontaneous moments or other techniques. When effectively presented, directed experiences provide opportunities for the audience to form their own intellectual and emotional connections to resource meanings.

Intentionally planned directed experiences progress from location to location to develop an idea relevant to the audience and the resource. The cohesive development of a relevant idea happens through the careful sequencing of directed experiences, the incorporation of the physical resources, and the use of transitions to link the experiences together at each stop. Through immersion in the resource and a cohesive sequence of interpretive opportunities, the conducted activity offers a physical and conceptual journey that can lead to greater awareness and appreciation of the resource.

Conducted activities provide flexibility for the audience to interact spontaneously with the resource, the interpreter and with each other. Appropriate presentation logistics and advanced communication skills allow the interpreter to facilitate an effective and safe immersion experience for the visitor in the particular resource and type of activity.



A simple line drawing of a pen or pencil, angled diagonally. It has a pointed tip and a small, curved line below it, possibly indicating a stroke or a shadow. The drawing is located in the upper right corner of the page.

## Resources

## Links to other useful tools and references – explore on your own:

- Interpretive Process Model  
<http://www.nps.gov/idp/interp/101/processmodel.pdf>
- Opportunities for Intellectual and Emotional Connections  
<http://www.nps.gov/idp/interp/101/ConnectionOps.doc>
- Developmental Worksheet – “Program Organization”  
<http://www.nps.gov/idp/interp/101/progorgwsheet.pdf>
- Interpretive Themes  
<http://www.nps.gov/idp/interp/101/themes.pdf>

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# Worksheet

## Worksheet #1

Conducted Activities for Historic Sites

### Part 1 – Place and Topic

Site \_\_\_\_\_

Topic \_\_\_\_\_

\_\_\_\_\_

Foundation document(s) \_\_\_\_\_

\_\_\_\_\_

### Part 2 – Brainstorming

Tangibles \_\_\_\_\_

Intangibles \_\_\_\_\_

\_\_\_\_\_

Universals \_\_\_\_\_

\_\_\_\_\_

## Worksheet #2

### Conducted Activities for Historic Sites

Identify audience.

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Write your goal.

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Create three objectives.

1. 

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2. 

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3. 

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Write a theme statement—include a universal concept.

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## Worksheet #3

### Conducted Activities for Historic Sites

Brainstorm three locations you can use as stops along your conducted activity route. For each stop, briefly describe your reason for stopping at that spot.

Stop 1:

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Reason:

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Stop 2:

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Reason:

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Stop 3:

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Reason:

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## **Worksheet #4**

Conducted Activities for Historic Sites

Appropriate Techniques for Historic Sites

Choose three from above that would work at your site and explain why.

Use interpretive methods to develop links into opportunities for connections to meanings. Illustrate the theme statement. Choose a technique for each (you can use the list on the previous page or identify another appropriate technique).

Opportunity #1 \_\_\_\_\_

\_\_\_\_\_

Technique: \_\_\_\_\_

Opportunity #2 \_\_\_\_\_

\_\_\_\_\_

Technique: \_\_\_\_\_

Opportunity #3 \_\_\_\_\_

\_\_\_\_\_

Technique: \_\_\_\_\_



Use theme to organize opportunities for connections and cohesively develop an idea or ideas.

Transition #1

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Transition #2

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Transition #3

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## Worksheet #5

### Conducted Activities for Historic Sites

For each topic below, identify three concerns or preparation needs.

#### Program Preparation and Materials

1.

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2.

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3.

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#### Space and time

1.

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2.

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3.

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#### Gear and equipment

1.

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2.

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3.

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Necessities (survival and comfort)

1.

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2.

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3.

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Resource protection/fragility

1.

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2.

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3.

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Safety

1.

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2.

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3.

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## Post Course Assignment

Take the on-line evaluation at

- [www.nps.gov/training/tel](http://www.nps.gov/training/tel)
- Click on the DOI Learn tab
- Go to the link under Class Evaluations for Conducted Activities for Historic Sites
- Please complete the evaluation within 2 weeks of the course.